

<b>Module 4: I am ready!</b>		<b>Level: SLD/ASD</b>
<b>Unit 4B: Different skills to help me achieve</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 4B5: Being able to speak in front of lots of people</b>		
<b>Objectives</b>		<b>Learning Outcomes</b>
<p>To learn the basic steps of creating a presentation.</p> <p>To become familiar with using presentation software and use basic tools with support.</p>		<p><b>Students will:</b></p> <p>Follow a step-by-step process to create a simple presentation.</p> <p>Use presentation software to perform basic tasks.</p> <p>Present their ideas to the class with support and guidance.</p>
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Explain, clearly and simply, the lesson objectives and what they will be doing today. Start with a group discussion about why talking in front of people is important and why they would need to do this in the future.</p> <p><b>Interactive Presentation Elements:</b> Introduce the software students will be exploring and the basic functions of this. Show students the sensory materials that correspond to each function i.e. inserting text with textured buttons. Set up the sensory materials with labels and images that match their function. Invite students to explore these materials while associating each with a corresponding function. Guide students to use the sensory materials to practice basic tasks in making a presentation. Discuss how the sensory materials helped them understand the functions.</p> <p><b>Presentation Building Blocks:</b> Explain the basic components of a presentation, using visual aids to illustrate these parts. Guide/support students to use the computers/tablets and provide them with simple templates with placeholders so they can create a presentation. Assist students in choosing a topic and guide them in filling out the slides using text and images. Walk students through each step and offer verbal/visual prompts to help them complete each step. Ask students to present their presentations to a partner or small group. Offer feedback and discuss what they learned about creating a presentation.</p> <p><b>Plenary:</b> Gather the students in a circle and briefly reflect on the lesson activities. Reflect on what sensory materials students found helpful and how they felt presenting their presentations. Ask students if they have any improvements, they think themselves or others could make to further their skills.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Work-Related Independent Living Task cards</li> <li>• Transition cards</li> <li>• Before I Go to Work cards</li> <li>• When I Am at Work cards</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Computers/tablets</li> <li>• Simple templates with placeholders</li> <li>• Visual aids</li> <li>• Interactive sensory materials</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs/videos of students engaging with sensory items.</p> <p><b>Observation notes:</b> Regarding student participation and engagement.</p> <p><b>Direct questions:</b> Throughout the session use prompts/pauses and Makaton/BSL signs.</p> <p><b>Prompting Recall:</b> Of knowledge through simple verbal instruction and signs.</p> <p><b>Student planner:</b> Lesson marked as introduced and dated.</p>
<p><b>Teacher Guidance Notes:</b> This lesson aims to introduce students to the foundational steps of creating a presentation and using presentation software. Utilising sensory materials that correspond to each software function helps students understand and engage with the tasks and concepts. Provide individualised assistance as needed to help each student navigate the software and complete their presentations. Ensure the learning environment is supportive and calm, and document each student's progress through observations and photos to track their engagement and understanding. This approach helps students grasp the basics of creating and presenting a presentation, while also making them comfortable with speaking in front of others.</p>		